

Fall 1979

## Women's Studies Newsletter October 1979

Women's Studies

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# women's studies newsletter

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## ANNOUNCEMENTS

On October 26 and 27, Anne Andersen and Janet Singer, Dance, will present their choreography in a Studio Concert of Works in Progress at 8:00 p.m. in Doane Dance Studio.

Linda Howard, Associate Professor of Law at the Ohio State University, will be on campus November 7-9 under the auspices of the Visiting Professional Program of the Mellon Grant. She will be making a major presentation on women in the legal profession on Thursday, November 8.

On November 14, celebrated fiction writer and poet Margaret Walker will read from her work at 8:00 p.m. in the Faculty Lounge. Sponsored by both English and Black Studies, Walker has past ties with Denison: at the time of President Good's inauguration she came to Denison to read from her best-selling novel Jubilee.

Last Spring Jane Ax Harf, Political Science, wrote a proposal to the Campus Fellows Program of the Former Members of Congress Association, an organization of ex-congressmen who agree to visit college campuses. Jane was an undergraduate political science major who became interested in politics when working for Robert Kennedy's primary campaign in Indiana in 1968. In 1969 she attended summer school and interned in a Senate office in Washington, D.C., and those early interests determined the direction she took in grad school, where she chose to write her doctoral on the U.S. Senate. At Denison, Jane teaches the Politics of Congress course.

When Jane's proposal was accepted by the highly competitive Campus Fellows Program, she was asked to choose from a long list of available former congressmen. She selected Frank Moss, D-Utah, who was in the Senate from 1958 to 1976. Moss has a long-time interest in Medicare and nursing home standards as well as in consumer protection legislation and environmental issues. While in Congress Moss was responsible for the passage of the bill prohibiting cigarette advertising on television. During his stay at Denison--December 3-7--Moss will offer a convocation, attend the Politics of the Senate class, and meet with students. If you'd like to arrange a time to talk with Moss, please contact Jane.

Mary Schilling has recently accepted the position of coordinator of Denison's three-year Mellon grant to create new career opportunities for Denison women. Before coming to Denison, Mary had extensive experience in women's programming at Ohio State University-Newark where she taught assertion training and life planning. In addition, she designed and implemented two Ohio Program in the Humanities grants, one on the emerging role of women and another on family values in a changing society. (See Mary's article on page 13 for more on the Mellon grant.)



ANNOUNCEMENTS continued

On November 8, Juliana Mulroy, Biology, will present a paper entitled "Plant Adaptations to High Andean Environments" for the Biology Lecture Series at Kenyon College. Last August Juliana read a paper at the meeting of The American Society of Plant Taxonomists in Stillwater, Oklahoma. Her topic was pollen size and latitude in the Saxifraga Cespitosa complex. In late September, during the same weekend she successfully defended her doctoral dissertation, she spoke on a broader subject, "Ecology and Biogeography of Saxifraga Cespitosa, as part of a Plant Ecology Seminar Series at Duke University. Then on October 11, Juliana spoke and showed slides at the Denison Faculty Luncheon Group on "Ecology of the Peruvian Andes--Report on a J-Term."

On December 6, 7, and 8, Dance Department faculty, students, and Vail Artist-in-Residence Sara Sugihara will present a concert in Ace Morgan Theatre at 8:00 p.m.

Kristen Neuchel, History, will be presenting a paper at the annual meeting of the American Historical Association in late December in New York City. Her topic is the "Modification of Clientage Models of Noble Relations in 16th-Century France."

Amy Gordon, History, will speak on November 17 in Worcester, Massachusetts, to the Society for the History of Discovery on the topic, "Paul Gaffarel: A French Historian of Discovery." On October 11, Amy was a respondent on the subject of conceptual frameworks for the new social history at the GLCA Connor Prairier Pioneer Settlement Conference on Social History.

On September 7, Mary Jane McDonald, University Resources and Public Affairs, was elected chair of the Ohio Elections Commission. She is the first woman and the first non-lawyer to serve as chair, succeeding William Taft of Cleveland. She will be responsible for ensuring that financial statements are reported in a timely and accurate way and that unfair campaign practices are investigated and prosecuted.

Janet Hyde, Psychology, has co-authored a recently published paper entitled "Androgyny Across the Lifespan." The article appears in the 1979 edition of Developmental Psychology, Volume 15.

Cynthia Thompson, Classics, has recently had an article accepted for publication in the Classical Journal. Its title: "Cicero's Use of Mythographic Material in the De Natura Deorum."

Ann Fitzgerald, Acting Dean for Educational Services, attended the First Annual National Women's Studies Association Convention in Lawrence, Kansas, last May 30-June 3 where she both presented a paper entitled "Administrative Policies Concerning Women and Women's Studies Programs" and chaired a session on "Feminist Literary Criticism: New Directions." Four papers in this latter session are being prepared for publication, and Ann will write the introduction. In addition, she published an article in the national Women's Studies Newsletter (Summer, 1979) called "'Going National' Together" and attended the Bryn Mawr Institute for Women in Higher Education Administration held at Bryn Mawr College last July. The institute is a nationally competitive program involving approximately 60 participants.

WHAT'S WRONG WITH THIS PICTURE?

She: So this is how it feels.  
He: Wow, they're seeing us everywhere--on Slayter's floors and deans' desks and teacher's shelves and students' beds!  
She: We're breaking into more places than a Wingless Angel.  
He: Baby, what's the matter? I love it in here in the Baby Book cover!  
She: You would. Get your hand off me.  
He: I can't help it. We're frozen for eternity.  
She: But your paw is sweaty.  
He: Don't you love a firm yet gentle touch?  
She: I think I can walk without it. Besides, you need both hands for those hefty books.  
He: What happened to yours?  
She: Oh, haven't you heard we don't need them? I just keep a marriage manual under my pillow. For the future.  
He: How about The Joy of Sex for tonight?  
She: Start jogging, buster. The camera's got you in mid-stride.  
He: Only if you follow in my footsteps.  
She: Are you kidding? They dressed me for a wedding, not the Olympics.  
He: Then just look at me and tell me you care.  
She: Thank God I can't do that either. You're gazing off to the left. I'm left to follow your gaze.  
He: You talk as if I'm looking down at you!  
She: You are.  
He: You talk as if I'm the center of the picture!  
She: You are.  
He: You talk as if you don't like the photographer's angle!  
She: I don't. And I'm referring to his whole point of view. Sexist, heterosexist--  
He: Picky picky.  
She: I've had it. I'm leaving.  
He: But you're in it--you can't walk out of a photograph!  
She: The Mona Lisa should've sneered and split. Whistler's Mother should've stood up. Christina should've left her world!  
He: Honey, you just can't go! You've been framed!  
She: Right. Be seeing you.

Overheard by John Schilb and Ann Fitzgerald.



## DENISON GRADUATES FIVE AND TEN YEARS LATER: SOME DEPRESSING NEWS

by Cathy Desmond

Pat Somers, Office of Career and Life/Work Planning, has conducted a follow-up study of the classes of 1969 and 1974. The results are drawn from the survey of the entire graduate populations in which the response rate was forty-nine per cent for the class of '69 and forty-six per cent for the class of '74. Both the questions and the results of the study are sensitive to women's issues and concerns. The comparison between the men and women graduates of both classes leads to the questioning of the woman's role, both static and changing, as she emerges from the Denison sphere into the outside world of career and graduate studies.

The sample of the 1969 survey is drawn from 196 respondents, forty-two per cent of whom are female, fifty-eight per cent male, and less than five per cent minority. Ten years later, seventeen per cent of the women are single compared to fourteen per cent of the men. Two per cent of the men are widowed although none of the women are. Six per cent of the women are divorced compared to four per cent of the men.

In the current life/work situation, ninety-seven per cent of the men and fifty-two per cent of the women are employed full time outside of the home. Thirty-one per cent of the women surveyed are homemakers.

The Career/Life Planning Office drew up a table which indicated the occupational distribution by sex of the respondents. According to the table, there is a fair amount of occupational segregation. Thirty-five per cent of the graduates work in occupations which employ no classmates of the opposite sex. The single-gender jobs include Corporate Executive, Realtor, Judiciary/Legislature, Pharmacist, Corporate Lawyer, and Homemaker. All but Homemaker employ only male members of the class.

In response to the inquiry about job satisfaction, fifty-one per cent of the men and thirty-nine per cent of the women indicate that they are highly satisfied with their primary activity, although women seem to indicate a lower degree of satisfaction.

In direct correlation with the higher percentage of women who are not highly satisfied with their jobs and who consider themselves underemployed is the salary distribution among the graduates. The median salary for men is \$23,000 and the mean is \$21,000. For women the median is \$15,500 and the mean is \$9,800. The study has found that women (including Homemakers) earn just forty-six per cent of what the men do.

In the study of post-graduate education, Somers finds appalling differences in aspiration and achievement between the sexes. "Men were 1.4 times as likely to aspire to a post-graduate degree while they were at Denison. Men were 5.5 times as likely to aspire to law school, twice as likely to plan to receive a Ph.D. and eight times as likely to aspire to a degree in Medicine or Dentistry. Women were 2.5 times as likely as men to plan just an M.A. or M.S. degree." The differences continue as eighty per cent of the men and only fifty-seven per cent of the women actually have obtained degrees.



Somers sums up the differences between the men and women in the class of 1969 in occupation, income, and educational achievement as mirroring "the economic and occupational segregation of the labor market as a whole."

#### Class of 1974

The survey of the graduating class of 1974 drew 261 responses, just under half the class. Fifty-eight per cent of the respondents are female, forty-two per cent male. Less than three per cent are from a minority background. Five years later, thirty-four per cent of the women and thirty-nine per cent of the men are single. Sixty-two per cent of the women and fifty-nine per cent of the men are married. Five per cent of the women are divorced compared to three per cent of the men.

In the current life/work situation, seventy per cent of the women and eighty-eight per cent of the men are employed full time outside of the home. Only eleven per cent of the women are fulltime Homemakers (compared to thirty-one per cent of the class of 1969).

Although the differences are not as striking as for the older class, differences between the sexes in the occupational market do exist. "Men are employed in greater numbers than women in professional firms, colleges and government agencies. Women are more likely than men to work in primary or secondary schools, nonprofit agencies or in the home."

The disparities continue between males and females in the pursuit of degrees in higher education. More women than men earned M.A. or M.S. degrees. Twice as many men earned a professional Master's Degree. More than four times as many men have graduated from Law School. Like the older class, eighty per cent of the men aspired to post-graduate degrees. Encouragingly, sixty-seven per cent of the women aspired to a higher degree, a full ten per cent over the class of 1969. Women are still receiving higher degrees in traditionally female fields, Education, Social Sciences and Fine Arts. Men, on the other hand, receive their degrees in Law, the Sciences, and Business. Seventy-four per cent of the men have actually obtained degrees whereas only fifty-two per cent of the women hold post-graduate degrees.

In response to personal importance items, ninety-five per cent of the men and eighty per cent of the women rate accomplishment in their career fields as moderately or very important. The difference of twenty per cent between the women graduates of 1969 and 1974 points to a definite change in attitude of women in the working world. Seventy-seven per cent of the women and nearly as many men listed hobbies and leisure activity as moderately to very important. Somers suggests this clearly indicates "a trend away from the workaholic rut."

Somers draws a correlation between the men and women of the Class: "There are some significant differences between the men and women of the Class of 1974. The primary differences are in occupation, income, and educational achievement." In comparing the women in the two graduating classes she says, "The women in the class of '74 fare better than their counterparts in the class of '69 although the former group still has strides to make before reaching equity. The existence of smaller disparities in the younger class vis à vis the older class may demonstrate real progress for women. On the other hand, perhaps sex discrimination does not fully take its toll during the first five years following graduation."



## TURNING 40

by Barbara Baer

I am surprised, more surprised than anything else, to have arrived before the gates of another decade. It feels like receiving a telegram intended for someone else and being asked to "sign here." I remember seeing a placard at the Esalen Institute in Big Sur, "21 today, 30 tomorrow," and laughing. I was 24 at the time. I would never be 30, I thought to myself (and I wasn't anticipating a premature death), and if ever I am 30, it will happen so slowly that it will take forever.

Here it is, my 40th. In the 40th year of two celebrated women, Princess Grace and Jacqueline Kennedy Onassis, there appeared articles all over the world asking, how did it feel to these beauties to be 40? Princess Grace was willing to admit that it had come as a surprise to her. Ever-the-silent Sphinx, Mrs. Onassis was merely photographed wearing enormous, moon-shaped (to symbolize the recent Walk) earrings, a gift from her new husband. She was tan, smiling, not looking a day over 30. My response at that time--by then I had mysteriously metamorphosed into a 30-year-old myself--was to feel superior to the situation. They were still good looking women, but they were really old! I'd never be that old. Old meant hanging it up, taking down the mirrors and leaving the Kingdom of Beauty to Snow White. When Jackie reached 50 this year, there were horrible, really vicious pieces in the press crowing over her defeat by time, her final indignity. She's finished at last, they were saying, and yet there she was, still a woman of some mystery, and not looking a day over 40.

Jack Benny never acknowledged turning the corner; what he did was make 39 a joke year, the last outpost of youth. In a recent issue of Vogue, women were pictured in the appropriate dress for their respective decades, 20 and 30 and 40. It didn't go higher and the elder sister was spry, totally grey, de-sexualized--a closer relation to Ruth Gorden's Maude than to the lissome creatures, barely 10 years younger, beside her.

I know several extremely intelligent women who refuse to reveal their age. They parry the question with agility and grace. They smile, they make kittenish eyes (out of character for them) and play a game of hide-and-seek. I have watched their antics and felt that they weren't having enough fun to compensate for the expended energy. I'd rather tell my age than build a mini-drama around it, even if I know my students, for example, will find me hopelessly over the hill, as de-sexualized as the Vogue lady.

I was not happy this summer when a girl asked my age, to which I replied, 39, to which she replied, yes, I thought you looked about 40. Agh--I really gasped. I like being told I look mature, together, but not that I look 40. In other words, it feels all right to be 40 so long as I don't look "it."

I've always detested the expression, "une femme du'un certain age." It smelt to me of dyed hair, wrinkles under chiffon scarves like mushrooms cooking under glass, and genteel hypocrisy. Yet, no denying it, the coated pill does serve as a description of us females between a mature 35 and a youthful 50. After that, it's definitely "older women," and into the dust bin.



In a recent issue of Rolling Stone, Susan Sontag tells her interviewer, "The old-young polarization and the male-female polarization are perhaps the two leading stereotypes that imprison people...old people have a terrific sense of inferiority. They're embarrassed to be old." She says that stereotypes deprive individuals of freedom, making one say, "I can't do this because I'm a woman," or "I can't do this because I'm too old-- or too young." I certainly hope that I'm not stereotyped as "middle-aged" if that means my years alter my expectations for myself, and the way others perceive me, whether it's a question of employment or erotic relationships.

Ellen Moers writes in Literary Women: "Nothing separates female experience from male experience more sharply, and more early in life, than the compulsion to visualize the self." Girls are examined ruthlessly from birth onwards for their looks. After wanting to know if it's a boy or girl, the next question asked is, "Is she pretty?" No wonder looks count, and no wonder their diminishment, their falling away, counts badly, for us.

All my walls are lost in mirrors  
whereupon I trace  
Self to right hand, self to left hand,  
self in every place,  
Self-same, solitary figure, self-same  
seeking face.

Christina Rossetti, "A Royal Princess"

Forty is when you decide to streak or not to streak your hair. If you have been coloring, you may say that from now on you're going to let grey show. Or the reverse. Forty is a boundary. I wonder, will I change my dress, wanting to see myself in a more flattering light, something transparent, fin de siècle, pink or ivory? Probably the current trend of uniage dress will relieve me of having too many decisions, Vogue notwithstanding.

My metabolism will continue to slow down. I'll have to diet, do sit-ups, run, discover new forms of torture just to stay where I am, the same size I was in college. Do I really want to do all that work to keep off the natural belly and hip? At this moment, yes, yes, passionately yes, despite the sensible commentary of my sensible mother which goes, why not get comfortable, flesh out a little, you can't stay size 7 forever.

Statistics make women more fearful with each passing year: up go the chances for skin, breast, and cervical cancer. (Is it a co-incidence that I choose Sontag and Moers in these notes--both have had cancer in their 40s?) And there's the evidence in the joints and muscles I feel when I run, and on cold days. I don't mind the wrinkles so much as a graininess of skin. Mirrors, I fear, will get worse if I continue to watch, to wait on that "self-same solitary figure, self-same/seeking face."

(continued on page 10)



In what is becoming an annual event, the Women's Studies Newsletter recently invited new women faculty and administrators to participate in an informal interview session. The purpose of the discussion was to bring the new faculty together and offer them a chance to relate common experiences, as well as provide information and encouragement to prospective women students interested in pursuing a professional career. The participating faculty were Janet Hyde, Psychology; Eileen Krinsky, Psychological Services; Nan Crockett, Speech Communication; Vernon Liang, English; Kristen Neuschel, History; Joan Novak, Religion; and Beverly Purrington, Sociology/Anthropology.

Interview Conducted and Written  
by Sara Brownstein and Cathy Shine

The interview began with the question, "Why is it you chose to pursue a professional career?" This question was not easily answered. The responses ranged from strong family support groups to feminist support groups to a very unconscious process. Nan Crockett said, "I feel fortunate having come from a background where it was not only stressed I go to school but that I learn some very non-traditional types of things, so that I was able to take care of myself." Neuschel also felt that she was supported by her family and she grew up watching her mother, who was a "professional woman doing it all."

After our opening question the conversation flowed so rapidly that our prepared questions were answered before we had a chance to ask them. The following comments represent highlights of an extremely interesting conversation. Many of the participants reflected on being a woman in a professional field. Novak, coming from perhaps the most male dominated field, religion, recalled many experiences where she was literally the "only" woman. Novak often felt pressured to represent the woman's point of view and was once even referred to as "the child of the department," even though there were several colleagues who were younger. Janet Hyde, coming from a department where she was the only woman among thirty-five men to Denison's department where the ratio is four to five, has found "an amazing psychological shift which is wonderful. I no longer have the problem of being the only woman with all that pressure; it's almost like a vision of the future for academic departments and it's very comfortable." Neuschel commented that she felt "little room for breadth of female behavior in professions. There is not the same routine tolerance for just being a different person as there is among the men." Neuschel further went on to say that she was expected to be just like the only other woman in the department whom she was replacing. Novak related a similar experience when she replaced the only other woman in a department, the "infamous Ellie" whom Novak was expected to be just like. It seemed many of the participants felt a loss of individuality in being stereotyped and categorized as the token female.

Noticing the apparent loss of individuality the women had experienced, we then asked the women whether they felt obligated to pursue an additional role beyond that of an educator--that of role model or mentor. Although Hyde felt no obligation in a formal sense, she did feel that if she failed, then "all of womankind would sink too." Janet further commented that she felt "not only responsibility for my own work, but also for the work of all the female students in my department. I feel a sense of satisfaction different from how a man would feel when a female in my department receives a Ph.D." Many of the women believed that as their status rises and as their feminist consciousness rises, their sense of responsibility rises. Neuschel summed up in a question for the group.



"Do we want succeeding young groups of women to leap the same hurdles that we have? Well, they won't; insofar as we represent role models, we represent forms of self-education and new alternatives that eliminate some of the hurdles just by the fact that we exist."

Shifting the tone of the conversation from reflection to the present, we then asked about their Denison experiences and perceptions thus far. The responses were varied and the conversation seemed to follow a trend from general Denison experiences to specific feelings about the role of a sorority. A lot of the women noticed that from the minute they stepped on campus, everyone was talking about sexism, problems in relations between the sexes, women's passive role, and especially freshmen being sexually victimized. One participant remarked that women did not seem to exist visibly as support groups to the Denison community as a whole. Further, she has never seen any women's power on campus. Hyde responded by mentioning sororities as a possible source of power. Liang further commented, "I was in a sorority and it was one of the best things I have ever done because that is where I learned about management and how to work with a group of people. But I may have been lucky because it was a local rather than a nationally controlled sorority and we did everything for ourselves." Hyde answered, "So what you are saying is that sororities have a fantastic potential for women working with other women. The trouble is, it can be a anti-feminist organization...I can't help but think that as long as you have institutions like sororities, you are going to come out with sexism." Novak, who was also in a sorority, reminisced about teas she attended which "trained women how to be ladies and executive wives. One of the biggest deals was being pinned during your Senior year so you could get married." But when we asked if the women would be interested in being a faculty advisor to a sorority, some expressed sincere interest.

In concluding, we asked if they had any advice to offer women pursuing a career. They did.

"I suppose," Liang began, "the thing is to consider what they want to do first and deal with everything else after--so that everything else becomes secondary to what you want to do."

"If you want something, go after it and if you can rely on yourself, the obstacles will be there but you'll be able to get over them. If you need to, you'll seek out sources to help you, but to rely on yourself and to try to build a strong self-image is important." said Crockett.

Purrington said, "The traditional career model we have been following is very definitely a male model and I would suggest women be very aware of this. If you want a life that is full, whether that means having children or whatever... it requires a different time table than the male career model. Be aware of those differences and what they mean practically. This is something I didn't realize and I kept bumping into things thinking I didn't fit. But of course I don't fit because I'm a woman with two children and that matters. If I could have thought of that more self-consciously my life would have been a lot easier. I was always thinking I hadn't made it as 'a male.'"

Eileen Krinsky added, "While I was aware having children was a difference of responsibility, there was some kind of political decision I made not to let that slow me down. I didn't have someone staying at home, so I did it all at the same time. I probably would have been happier had I taken a year or two instead of feeling I had to do it all." Joan Novak then stressed the importance of "planning out your life, instead of falling into it."



Kristin Neuschel ended the discussion by saying, "Women's Liberation is people's liberation. We are not striving to all be IBM executives; rather we are striving to lead full lives. Remember that's the goal and there is a lot of support if you ask the right questions and if you learn to think of yourself positively."

\* \* \* \* \*

## TURNING 40

by Barbara Baer

(continued from page 7)

I've often wondered if when, or rather, if and when, I become less concerned about my appearance (less able to do anything about it, I really mean), I'll stand a better chance of finding my own writing voice. I've never liked the narcissism of some women writers of my generation, Jong and Alix Kates Shulman, for example, who picture themselves as their own heroines, as much as their publishers picture them on covers. I prefer the faceless prose of McCullers or Welty or Flannery O'Connor. And I remember the most beautiful and talented Indian woman I ever met telling me, "I can't wait until I'm 50. Then I'll be free to be myself."

I, too, look forward to being more "myself," which I know deep down, means growing less concerned with appearance, or more comfortable with it as it changes. I had the great gift quite late, at 36, of a child, which gave me a new lease on life; while at the same time my son consumes my time, he opens up feelings as though a small area accessible to me had suddenly widened to swim in.

I end these notes wondering whether outside voices from high and low culture haven't predominated. It may be that turning 40 is someone else's idea, that it's not happening to me in the absolute sense it did, recorded on my birth certificate, November 17, 1939, to be born. Probably all ages are alive within a single person, and that this figure at 40 is only drawing attention to herself because she's new on the scene. As Brigitte Bardot recently commented on the occasion of her 45th birthday, "Better to get old than to die young."

\* \* \* \* \*

"Until I feared I would lose it, I never loved to read. One does not love breathing."

Harper Lee, To Kill a Mockingbird



"A FEMINIST TRANSFORMATION OF THE ACADEMY":  
FIFTH ANNUAL GLCA WOMEN'S STUDIES CALL FOR ACTION

by Ginna Gardner

The fifth annual GLCA Women's Studies Conference, "Toward a Feminist Transformation of the Academy," will be held in Rochester, Indiana on November 2-4. About 170 participants will attend from the twelve GLCA member colleges; another 30 persons are coming from around the country. Although this is the largest GLCA conference of the year, interest is even higher than these numbers indicate and quotas have been established to give each college an equal opportunity for representation. What is this conference--and why has it attracted so much interest?

The conference is built upon the work of the four previous conferences and continues to speak to needs existing on the member campuses. The themes have been varied: titles in the previous years have included "The Structure of Knowledge: A Feminist Perspective" and "Women's Life/Work." But each conference shares a common goal--improving education about and for women.

This year the conference addresses two central questions: What would an ideal educational institution look like from a feminist point of view? and how do we get there from here? Elizabeth Minnich, philosopher and Associate Dean of the Faculty at Barnard, will deliver the keynote speech, presenting a vision of a transformed academy--what a liberal arts college would be like if organized according to feminist principles.

One of the first conference sessions will be a panel examining manifestations of racism, sexism, classism, and heterosexism in a hypothetical typical midwestern liberal arts institution which has characteristics in common with most of the GLCA colleges. Working with the givens of today's situation, the panel will recommend courses of action with regard to administrative policies and practices. This session will be followed by small workshops focusing on the participants' own racism and sexism, especially as it occurs in the classroom.

How the academy operates and what possibilities there are for change will be explored in detail. Some sessions deal with how the institution itself does its business: a librarians' panel on developing collections, a session on student services in the '80s, the student call for change. Other sessions suggest how the individuals in the institutions do their business: student-teacher relationships and feminist advising and counseling, for example. Workshops on women's sexuality, personal health care, alternative exercise, and racism/sexism directly address questions of daily life while provoking increased self-understanding.

Many of the sessions deal with curricular reform and the emphasis is interdisciplinary--sessions on "Feminist Education in the Third World" and "Black Women's Studies" discuss the how and why or the results of interdisciplinary approaches. Workshops organized by academic discipline permit faculty to share information, syllabi, and methodology with others in their fields.

Other sessions include those on women's music, visual arts and film, art history, the structure of inequality (social sciences) and women and the politics of science. Because of the conference design these sessions, like the interdisciplinary workshops, should allow faculty and students to see connections among subject areas treated as separate and independent on their home campuses.



One of the most valuable aspects of the conferences for the students attending in past years has been the opportunity to meet with students from other campuses. This year each student contingent is charged with representing its home campus in planning a student conference. Another conference, by and for black women faculty, students, and professional staff of GLCA campuses, will also be planned at the Rochester meeting.

The final panel will tackle the means to the vision established in the keynote address--curricular reform. This session (subtitled "What do you mean, our college should have a feminist curriculum?") will include Paula Goldsmid, Associate Dean of Arts and Sciences at Oberlin College; Alison Bernstein, Fund for the Improvement of Postsecondary Education (FIPSE); and, of special interest to Denison, Louis Brakeman, Provost.

Who goes to a Women's Studies conference? Beth Reed, coordinator of the GLCA Women's Studies Program, recently described the criteria to be used by each college in selecting participants: the Conference should be for "the people most likely to return home renewed for the task or prepared to make new efforts to inspire women's education on campus..." Ms. Reed also expressed the desire to encourage participants representing various disciplines and positions within the college; she said, "We want men as well as women, [minorities,] and people with varying experiences and interests." Denison has tried to follow these guidelines in the past. Among others, last year's participants included Anne Shaver and John Miller of the English Dept., Marti Rawlings of Student Services, and students Deb Baer, Lynne Turner, John Marshall, Bridget Bacon, and M.J. Hempel.

Although this year's contingent has not yet been chosen, the Denison faculty and professional staff and students who are on the program represent a similar diversity. Presenters include Lou Brakeman (Provost), Nancy Cable (Associate Dean of Student Life), Ann Fitzgerald (Acting Dean of Educational Services), Janet Hyde (Psychology), Juliana Mulroy (Biology), Nan Nowik (English/Women's Coordinator), Joan Straumanis (Philosophy), and Liz Tynan (Librarian). Students involved in the program include John Marshall, Kate Mulbach, and Cathy Shine.

Conference coordinator Beth Reed remarked, "Denison has always sent a large and lively group to the conference and has always had a good deal of energy for leadership." This energy has extended beyond the participation at Denison itself; Denison representatives have also been involved in the year-round task of planning each of the conferences. This year's conference planning committee consisting of four faculty and two student members from GLCA campuses included both a Denison faculty member, Juliana Mulroy, and a Denison student, John Marshall.

Why has Denison, known even to itself as the Country Club, been able to provide energy and leadership for a task that at times seems alien to the general ethos on campus? The history of Women's Studies at Denison, and the role Denison has played in the organization and continued work of the GLCA Women's Studies Program, will be discussed in the next Newsletter in an article entitled, "GLCA Women's Studies Program 1976-79: Energy and Commitment Make It Happen."



THE MELLON PROGRAM: AN UPDATE ON NEW CAREER OPPORTUNITIES FOR WOMEN

by Mary Schilling

As newly appointed Coordinator, I am excited about the role the Mellon Program can play in informing career choices of Denison women. In working with mature women in their 30's-50's, I have often heard them voice frustration and regret in having prepared for a traditionally female (and often low-paying) career or, even worse, no particular career at all. Now in its second year, the Mellon Program seeks to develop ways to enlarge the career vision of women at Denison and to focus on the career advising task of the University.

A highlight of last year's emphasis was the Visiting Professionals Program which brought to the campus women employed in nuclear physics, journalism, behavioral psychology, and marketing/research. We are pleased to announce that our first Visiting Professional for this year will be Linda Howard, associate professor of law at The Ohio State University. Articulate, dynamic, and informed, she will be an exciting opening for our program. In addition to making a major presentation on the legal profession and career opportunities and impediments for women within it, she will address the issue of the integration of professional and personal life goals. Her visit is scheduled for November 7-9.

A major achievement of the Mellon Program was the Summer Math Workshop conducted on the campus by Dr. Don Bonar of the Mathematics Department during August. Fifteen students, some of them incoming freshmen, participated in an intensive three-week seminar designed to sharpen math skills and better prepare them for college math courses. Evaluations of the workshop were positive:

"I have learned more in Algebra the past three weeks than my four years in high school."

"I have a great deal more confidence in my ability to solve math problems."

"I was unsure as to whether it would really be worth it, but I now see that this was the best way I could have spent the last three weeks of the summer."

Due to the success of this program, Dr. Andrew Sterrett is offering Non-Threatening Math during January Term. Course content will include a review of basics, factoring, fractions, exponents and radicals, first degree equations and equalities and quadratic equations. A major goal of the course is to enable students who have developed negative attitudes toward math (and therefore lack mathematical confidence) to pursue certain basic topics in a supportive setting. If you want to sharpen your skills and thereby open wider opportunities in both academic majors and careers, contact Dr. Sterrett (101D Barney, Ext. 484) and seriously consider taking his course.

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"What of October, that ambiguous month, the month of tension, the unendurable month."

Doris Lessing, Martha Quest



In each issue, the Denison University Women's Studies Newsletter interviews a woman faculty member, student, administrator, or supportive staff member. This month's interview is with Winnie Kern.

by  
Ellen Brumback

In every working community, there is a need for a unique and free spirit to eliminate some of the monotony. In Denison's office of News Services and Publications, Winnie Kern keeps the students and her co-workers smiling through the day. Mrs. Kern is quite content with the job she has held here since 1962 and candidly discusses it as well as herself during the interview.

While growing up in a close-knit family of six children in Homer, Ohio, Winnie learned to value the arts. Though her mother had to continually prod her to practice the piano, she learned to appreciate music more fully once she began teaching others how to play. Even now, she plays the organ for her Newark church. When she was younger, she played basketball, as well as many other sports and kept quite active. Today, Winnie admits that she isn't too active, but just the same, she is an avid Cleveland Browns fan and loves watching all sports.

After graduation from her Homer high school, Mrs. Kern worked at many jobs, but finally settled as a bookkeeper for the Heisey Glass Factory in Newark. After 22 years in this position, she took the job at Denison.

In her thirties Winnie was married and had a child. When the marriage terminated she had sole responsibility for her daughter Beth's upbringing. Winnie feels that she taught her daughter what she herself felt was important in life. Never did she pressure the girl to set a specific goal in life and work until she attained it. "I don't remember my family teaching me to have a goal, so I didn't feel that Beth should. I guess I just worked at what I felt was necessary and made the best of it."

Asked to remember what her job at Denison was like back in '62, Mrs. Kern said that it was much the same as it is now. Her work includes the dailies, weeklies, biographies, and many other campus publications. "I do remember that we had to work with old clumsy typewriters. Sometimes it would take until Thanksgiving to get some of the bigger items completed, such as the babybook. Today everything is much easier with computers. It hardly takes any time at all." Upon first coming to Denison, Winnie was told by a supervisor not to take it upon herself to answer any inquiries about the school or its students that were to be published. She was always to refer them to the person in charge of that particular area. She smiled and continued, "I still do now."

But there have been a few changes in the University's policies that Winnie could point out. "I remember when the secretaries had the responsibility of making sure that each professor or administrator was always referred to by his proper title. If he had a Ph. D., we had to be sure that in print it read Dr. so and so. Now everybody is referred to by his or her first name most of the time." Mrs. Kern doesn't feel that this is a sign of disrespect.



She herself usually goes by Winnie. Through the years, Winnie thinks that student and faculty respect has remained consistent.

Winnie feels that there isn't anything at Denison that should be changed. "That pretty well takes care of itself." She thinks that a liberal arts education is important. "At a school like this, a student has the opportunity to investigate for himself the various areas of study. But there is no way young persons can realistically learn about life until they bump into things the way really are in the world out there." As the observant person that she is, she enjoys watching the students mature through the years. "It's interesting watching a freshman feel his way through the first year. By the time he's a senior, you can see the change in self-confidence and ambition."

In her own life, Winnie follows a fairly happy-go-lucky philosophy. She does her work out of satisfaction and enjoyment. "Actually, it's a labor of love." As a non-goal oriented woman, Mrs. Kern is a listener rather than a leader, but she keeps a wary eye on the leaders of the world. "The way that the state of the world has changed is scary. In the future, the government will have to be more regimented--freedom gets harder and harder to obtain. Just look at all of the red tape that is necessary today! It's just absurd." But she still has some faith left in this country and its leaders, as she believes that it is media which promotes public dissatisfaction with officials.

On the subjects of feminism and equal rights Winnie believes no women should be barred from any area of talent or achievement. However, she thinks that each person must be evaluated individually. "Some women are better in work and some men are." She admires many of the women who stand up for their rights and has a great deal of respect for the strong women on this campus, "but as for myself, I am not the type to speak out publicly on women's issues."

This past spring, Winnie reached retirement age, but the University asked her to remain as long as she is able. "I'll probably stay four or five more years, but I'm not looking forward to retirement with any kind of passion." She'd like to travel, but doesn't know if she'll be able to. "I guess I'll just keep doing what I'm doing now, but hopefully have more opportunity to visit my daughter and her seven-year-old son in Milwaukee." Keeping busy won't be hard for Winnie Kern. She is involved with a Garden Club and her church and sorority in Newark. "I'll spend my time working with my flowers and plants and keeping up my home. I enjoy living alone and don't feel that will pose any problem. I'm not proud of my independence, but I have made the best of it. I could never share my life with someone else; I'm already spoiled and I'm used to having my own way."

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The Denison Women's Studies Newsletter--

Women's Coordinator:	Nancy Nowik
Assistant Editors:	Ellen Brumback
	Cathy Desmond



# women's studies newsletter

denison  
university

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## ANNOUNCEMENTS

On October 26 and 27, Anne Andersen and Janet Singer, Dance, will present their choreography in a Studio Concert of Works in Progress at 8:00 p.m. in Doane Dance Studio.

Linda Howard, Associate Professor of Law at the Ohio State University, will be on campus November 7-9 under the auspices of the Visiting Professional Program of the Mellon Grant. She will be making a major presentation on women in the legal profession on Thursday, November 8.

On November 14, celebrated fiction writer and poet Margaret Walker will read from her work at 8:00 p.m. in the Faculty Lounge. Sponsored by both English and Black Studies, Walker has past ties with Denison: at the time of President Good's inauguration she came to Denison to read from her best-selling novel Jubilee.

Last Spring Jane Ax Harf, Political Science, wrote a proposal to the Campus Fellows Program of the Former Members of Congress Association, an organization of ex-congressmen who agree to visit college campuses. Jane was an undergraduate political science major who became interested in politics when working for Robert Kennedy's primary campaign in Indiana in 1968. In 1969 she attended summer school and interned in a Senate office in Washington, D.C., and those early interests determined the direction she took in grad school, where she chose to write her doctoral on the U.S. Senate. At Denison, Jane teaches the Politics of Congress course.

When Jane's proposal was accepted by the highly competitive Campus Fellows Program, she was asked to choose from a long list of available former congressmen. She selected Frank Moss, D-Utah, who was in the Senate from 1958 to 1976. Moss has a long-time interest in Medicare and nursing home standards as well as in consumer protection legislation and environmental issues. While in Congress Moss was responsible for the passage of the bill prohibiting cigarette advertising on television. During his stay at Denison--December 3-7--Moss will offer a convocation, attend the Politics of the Senate class, and meet with students. If you'd like to arrange a time to talk with Moss, please contact Jane.

Mary Schilling has recently accepted the position of coordinator of Denison's three-year Mellon grant to create new career opportunities for Denison women. Before coming to Denison, Mary had extensive experience in women's programming at Ohio State University-Newark where she taught assertion training and life planning. In addition, she designed and implemented two Ohio Program in the Humanities grants, one on the emerging role of women and another on family values in a changing society. (See Mary's article on page 13 for more on the Mellon grant.)